

Advancing occupational psychology in Scotland

Interview with Joanna Butler

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About the interviewee

Joanna has a strong academic background with a PhD in Work, Employment and Organization from the University of Strathclyde, complemented by postgraduate qualifications in Research Methodology in Business and Management and Occupational Psychology. She is registered with the British Psychological Society (BPS) as a Chartered Member, having acquired certifications such as the Qualification in Occupational Psychology (QOP) and Test User: Occupational, Ability and Personality course (BPS Level A and B). Joanna actively contributes to her field, serving as both a Committee Member and former Chair of the Division of Occupational Psychology Scotland (BPS). She is currently the Director and Occupational Psychologist at Eartha Consultancy and a Senior Teaching Fellow at the University of Strathclyde Department of Work, Employment and Organization.

Abstract

This article depicts an interview with Joanna Butler describing her journey and experience in advancing work and organizational psychology (WOP) in Scotland. In this interview, Joanna shares insights on making societal impact through WOP as a practitioner and as an academic. Joanna is one of the founding mothers of the only British Psychological Society (BPS) accredited postgraduate level Occupational Psychology programme in Scotland. The interview describes this journey from inception of the idea to two graduating cohorts. The interview contributes to the discussion on work and organizational psychology's impact on society and reflects on the essence of our discipline.

Keywords: work and organizational psychology, occupational psychology, Scotland, postgraduate training, social impact, British Psychological Society

Introduction

This interview is about Joanna Butler's journey and experience in advancing work and organizational psychology (WOP) in Scotland. Joanna's career story is unique. Her expertise is grounded in the welfare sector in the UK and internationally. Joanna has a strong awareness of the social impact work and organizational psychologists can deliver. This is exemplified in her work with disadvantaged job seekers and her focus on the

disability inclusion agenda in the UK. What prompted this interview was that in recent years, in order to supplement her work on positive societal impact, Joanna has been developing, leading and delivering the only postgraduate level Occupational Psychology programme in Scotland. The interview contributes to the discussion on WOP's impact on society. The interview is also a timely opportunity for us to reflect on the essence of our discipline and how we develop the future generations of WOPs.

Throughout the interview, we use the term 'occupational psychology' rather than work and organizational psychology. This is because, as you'll find out below, Joanna identifies as an occupational psychologist, based on her academic (MSc Occupational Psychology) and professional (BPS Chartered Occupational Psychologist) accolades.

The interview

Belgin: *Jo, you identify as an Occupational Psychologist. Under this umbrella, you deliver so much in research, consultancy, management and academia. Can you walk us through what it means to be an Occupational Psychologist.*

Jo: I will try! I am a Chartered Occupational Psychologist with 17 years of experience in designing, implementing and evaluating evidence-based education, skills and employability services. From researching to training and consulting, I've covered a lot of ground across the UK, Europe and the Middle East. Most of my career has revolved around the public sector, where my focus has been on delivering welfare services, specifically helping organizations to deliver government contracts designed to support long-term unemployed, disadvantaged jobseekers into employment. So, I've had job titles such as Head of Research and Development, Senior Management Consultant (Service Excellence), Training and Development Manager, Product Manager – but never “Occupational Psychologist” (which isn't unique to any of us!).

In a nutshell, my specialism as an occupational psychologist is on human resource development strategies for staff and jobseekers (or 'clients') across public sector organizations. I have led numerous projects which embed 'service excellence' from the design to evaluation stages. My focus is two-fold: (1) the design of employability and education services for a variety of learners and (2) the people and organizational strategy that underlines the effective delivery of those services.

One pivotal role I've held was managing a Research and Development function for an organization delivering personalised services within employability, skills and justice sectors – locally and internationally. This role involved providing strategic advice and support to top-level executives on driving market growth and innovation. With the same company, I have also advised the Government of Saudi Arabia on establishing a skills organization to deliver vocational education to marginalised groups. Additionally, I've implemented change management strategies for national organizations, resulting in reduced stress levels, increased job satisfaction, and improved performance among employees. Personally, one notable achievement for me is applying psychosocial theory to design education and employability services, leading to top-tier national performance rankings and improved well-being outcomes, particularly among clients with mental health conditions.

Some highlights of my career include developing and delivering training programmes for professionals, leading accreditation activities and supervising trainee Occupational Psychologists through the BPS Chartership process. I keep coming back to training and education! I've designed over 25 bespoke Continuing Professional Development (CPD) and Executive Education programmes for thousands of professionals and I'm also an Executive Coach.

I've been actively involved in research, evaluation and consultancy projects, both independently and within organizations, addressing diverse topics such as inclusive recruitment, supported employment, fair work, service design of welfare and employability programmes and organizational well-being.

Belgin: *Most WOPs recognise how their profession is relevant for individuals, teams and organizations but don't have that clarity when it comes to the public good, particularly impact on the vulnerable in society. Can you share your experience as an occupational psychologist working in the UK welfare sector?*

Jo: When I first started my career as an Occupational Psychologist, the common misconception was that I was an Occupational Therapist! Occupational Psychology was (arguably, still is) not a well-known profession amongst most people. However, the science of people at work is everywhere: it is relevant to every sector and every industry and every organization. It is crucial for every organization to understand human behaviour within the workplace, informing practices that enhance employee well-being

and organizational effectiveness, but also societal advancement. As such, Occupational Psychology serves as a linchpin in fostering healthy, productive and sustainable work environments.

When working within the welfare sector or in employability and social/public services, I often encountered the perception, even from fellow Occupational Psychologists, that this field was 'niche'. Over time, it has become increasingly evident that understanding the 'occupational' needs of disadvantaged jobseekers striving to enter and sustain themselves in the labour market was not only crucial but also positioned us as the best providers of support for the most vulnerable members of society.

My career route in the welfare sector has been driven by a commitment to making a meaningful individual, organizational and social impact. I have focused on understanding and addressing the complex challenges individuals face due to socio-economic factors. And it can be a juggling act. One of the central challenges I have encountered in the welfare sector is navigating the complex interaction between policy mandates, organizational targets and priorities, and the lived experiences of service users. Balancing the need to meet performance targets with the ethical responsibility of upholding dignity and autonomy requires a delicate balance of advocacy, negotiation and discretion. At times, I have felt the tension between systemic constraints and the aspirational ideals of empowerment and social justice. But I'm optimistic about the sector's potential to drive systemic change and create a more inclusive and equitable society.

Belgin: *On top of all this practitioner work, you are also fully involved in the academic side of occupational psychology. Can you tell us about that, too?*

Jo: I have spent years at the University of Strathclyde as a student – from Undergraduate to MSc Occupational Psychology to PhD, I'm a true 'Strathclyder'! – and now as staff. I am currently the Programme Director for the new MSc Occupational Psychology / Work and Organizational Psychology in the Department of Work, Employment and Organization (WEO) and lead the Strategic Leadership Development module within the MBA unit, within Strathclyde Business School (SBS). I oversee the operational delivery and quality of the MSc programme. My responsibilities include staffing the programme, managing day-to-day operations, supervising placements and ensuring adherence to professional and internal standards. I work alongside the Academic Director, Professor Dora Scholarios, a powerhouse in the world of work psychology research.

My research and knowledge exchange activities align with my teaching interests, covering areas such as employability, human resource development and public policy. Also, I'm currently creating an employability assessment tool – but that's perhaps for another day!

Belgin: *We would love to hear more about the employability assessment tool! Perhaps you could contribute to a later issue under our 'tools' section.*

You are one of the founding mothers of the only BPS accredited MSc Occupational Psychology in Scotland. Can you walk us through how this idea came about and came alive.

Jo: Yes! I was going to say 'for my sins', but actually it's been a passion project of mine for several years. Over a decade ago (in 2010), I graduated from the only accredited MSc in Occupational Psychology in Scotland. This was the penultimate year it was jointly offered between the University of Strathclyde with Glasgow Caledonian University. But since then, and the more I engaged with industry, the more I felt the loss of a current occupational psychology programme in Scotland. Because I could see then, and still now, the value that we as a profession bring to a variety of contexts – not only the workplace, but as I mentioned, the broader labour market and unemployed jobseekers. And with recent societal shifts and technological advancements, there was a pressing need to address workplace challenges effectively. I think the urgency to get a programme in Scotland up and running was also exacerbated by Covid-19 – as many things have been – as we watched the landscape of work evolve and the increasing demand for skilled professionals equipped with the knowledge of workplace psychology heightened. Not to belabour the importance of Covid-19, the past four years have emphasised the value that occupational psychologists bring to individuals, organizations and society – this is clearly reflected in discussions of workplace well-being, accelerated technological adaptation and the shift to flexible and remote working. So as we navigated the 'new normal', understanding the psychology of people at work was essential for professionals involved in recruitment, management and development. Basically, occupational psychology became visible and relevant to any organization that needed to motivate, engage and retain employees, ensure their health and well-being, help them develop their skills, adapt to new the world of Zoom, Teams and Slack, and cope with unemployment or re-employment.

So, in 2020, I wrote the business case for the programme. What I didn't initially recognise, but later discovered through my research, was that the demand for occupational psychology skills was evident in the data on skills shortages. The demand can only grow further, particularly considering the shortage of psychologists in the UK. However, what was more concerning was that Scotland was (and still is!) falling behind in providing Occupational Psychology postgraduate programmes compared to the rest of the UK and abroad. As a country we run the risk of losing our Scottish students to other countries as they pursue accredited MSc programmes in England and continue their careers down south where the profession is, arguably, better understood. Anecdotally, our students tend to gain employment in large consultancy firms, predominantly in London. This isn't because we don't have the need for Occupational Psychologists in Scotland, we have just struggled as a profession to effectively market ourselves or attract professionals or students back home. As I mentioned, people still think I'm an occupational therapist. Maybe if I called myself a Business Psychologist or Work Psychologist or Organizational Psychologist that would make my sales pitch easier! But I'm proud of the professional route I've taken – throughout Chartership and registered with the Health Care and Professions Council (HCPC) – which allows me to call myself “Occupational Psychologist”.

So, in part, establishing a Scotland-based programme was essential, in my view, for two reasons. Firstly, it enhances the ‘people’ skills of the local workforce and keeps occupational psychologists in Scotland. Secondly, it also elevates employers' understanding of the profession's importance – reinvigorating the sector in Scotland. And obviously, as a Strathclyde alumnus I was determined to reintroduce an accredited postgraduate programme to the Business School. Personally, I wanted to be the one to do it. I love the challenge of turning an idea into reality. And the only place I wanted to do it was Strathclyde.

And within a few months of the business case being submitted, Dora and I were carving out the identity of the programme and designing the curriculum. There are always some stressful moments when navigating the normal bureaucratic hurdles and forms that are required – both from our university and the BPS – but the result is we are now the only BPS-accredited MSc Occupational Psychology programme in Scotland. We are now in year 2 and having more fun than we ever expected – delivering content to two amazing and engaged cohorts.

Belgin: *Tell me about the students: Who are they? Where are they from? Why are they studying occupational psychology?*

Jo: Before we met any of them, I did assume that our cohorts would be predominantly home-based, given the BPS accreditation, but that's not been the case. In the first year, it was primarily international students. All women – which is probably to be expected given it's psychology, but as we're a STEM subject it flies in the face of what we're told about gender differences in the uptake of STEM subjects. This year, there has been substantial growth in the programme, still majority women, but more of a balance between home and international students.

So, I meet with all of them before the programme starts to get to know them. The range of interests, backgrounds and expectations is fascinating. From across the two cohorts, we have students fresh out of undergraduate programmes without work experience. We also have National Health Service (NHS) and Department of Work and Pensions (DWP) professionals, well-being officers, workforce planners, HR managers looking for a 2nd career or to develop their current skills and knowledge, hospitality managers, education consultants. It's quite a range! Which speaks to the ubiquitous role of occupational psychology in all areas of work and all occupations, I believe.

What is fantastic to see is that across all students there is a passion for making a difference, for individuals, organizations and society. This was very much the intention with the design of the course: to emphasise the impact of Occupational Psychology on society and inclusion broadly. I have to admit they are certainly keeping us on our toes with challenges to theory and questions that are related to a contemporary world of work – based on their own experiences.

What we have discovered over the last two years – which has surprised me – is the interest in qualitative research for their projects. When I was starting as an occupational psychologist and studying for my undergraduate and postgraduate qualifications, there was the emphasis on quantitative 'scientific' methods of analysis. More and more of our students are interested in exploring the 'why' through qualitative methods. So mixed-methods research design seems to be the more popular approach coming from our students. They want to be able to use as much evidence as they can – within the realms of what is logical for their research design – to draw conclusions and inform practice. And this passion for research also means that approximately a fifth of our

students are looking to continue their education through the PhD route, with a third interested in the chartership process – if it is still around through the BPS. We've had students successfully progress through competitive funded applications for PhD – and we can't wait to bring them into the field as staff or part of the community of occupational psychologists in a few years!

As a professional qualification for those eligible for chartership in occupational psychology, the degree offers a range of opportunities to work in academia, as an independent consultant, or in a practitioner or policy advisory role across public, private and third sector organizations.

It's too soon to report on all of our graduates' destinations after the course, but we certainly see some going the PhD route (as I said – and which we are thrilled to see!), consultancy, civil service and management more broadly, policy research, training and organizational development roles. I can see the range expanding with future cohorts – based on some of the prospective students I have met at conferences and events over the last year. We have had requests for the programme to go part-time so that current HR managers and managers more generally, can develop the skills they need to understand people at work – recruiting, motivating and retaining employees, as well as ensuring their well-being.

Belgin: *In today's ever changing work environment, what goes into the curriculum of a postgraduate degree in occupational psychology? How did you design the content?*

Jo: Personally, I have had a few years of thinking and collecting ideas from practice and supervising trainee occupational psychologists about what knowledge and skills future practitioners need to be able to navigate the profession. But more than anything I wanted the students to leave the programme feeling prepared to do the job, giving them the chance to practice in a safe space and get feedback – in the hope those experiences might alleviate (at least some) of the imposter syndrome so many of us have going into our first job. As more often than not, we're the only occupational psychologists in the building! So, we integrate theory and practice, throughout the programme. We incorporate hands-on experiences, case studies and practical exercises into our academic curricula to equip students with the necessary skills and competencies demanded by our profession. We ask for quite a lot of reflection in the more practical modules. This is because we want them to constantly learn from experience and identify what they could do differently

going forward or what they might need to develop in themselves. By emphasising applied learning, our course ensures that students are well-prepared to tackle real-world challenges in their careers as occupational psychologists. This, hopefully, ensures alignment with professional standards, academic rigour and industry relevance.

The new programme has been designed to meet the evolving needs of the profession. And the content itself was designed based on the requirements of the British Psychological Society (BPS) as the accrediting body but very much resonates the heart and vision of the Business School and the department – we are a technological university that is socially progressive and enables ‘useful learning’. So, we look at: Assessment and Selection at Work; Work, Health and Well-being; People, Technology and Work; Developing Talent; Leadership, Engagement and Motivation; Organizational Development and Change; People Analytics and Professional Practice (Foundations); People Analytics and Professional Practice (Consultancy). The core research methods classes are taught by the School of Psychological Sciences and Health. In addition, optional classes from other faculties (Engineering and Science) cover important issues for applying occupational psychology in a wider societal context (e.g., digital health, data science, environmental ergonomics).

We are based within SBS, which is triple accredited by international bodies, highlighting our commitment to excellence in research, teaching, but also industry contribution. Our faculty members advise governmental, societal and private sector entities, including international bodies like the UN and EU, enriching our programme with applied experience. And then the home department, WEO, spearheads research and education in human resource management, employment studies and organizational behaviour. We have experience of being an accredited centre, as WEO is a Chartered Institute of Personnel and Development (CIPD) Approved Centre, delivering postgraduate programmes meeting CIPD’s professional membership requirements. So, when we were exploring who we are as a programme – our identity – we looked to our values and experience, and realised how important it was to include ‘society’ in the programme. Each module is split into thirds with content relating to the individual, organization and society – acknowledging that everything is interconnected.

Belgin: *Can you elaborate a bit more on this focus on the individual, organization and society?*

Jo: Developing a new programme came with its fair share of challenges. From navigating accreditation processes to ensuring alignment with industry needs, each step required

careful consideration and planning. But 'industry' for us, is every workplace. Social impact is not exclusive to the private sector or public service organizations. We cover equality, diversity and inclusion (EDI) broadly, but also spend time on disability inclusion – where there are still significant inroads that could be made to organizational practices. But you don't need to work in charity to care about inclusion – understanding (and challenging) attitudes, behaviours and cognition is something every organization should care about.

In each module we explore how the content aims to not only benefit individuals in their professional growth but also contribute positively to organizational performance and societal well-being. Ultimately, our programme is not just about imparting knowledge; it's about instilling a mindset that recognises the inherent interconnectedness of individuals, organizations and society. We want students to leave university and be able to make meaningful contributions to both the success of organizations and the well-being of society as a whole.

We really adhere to Strathclyde's mission to be a 'place of useful learning' and apply our socially progressive values to our programme. To deliver 'useful learning', we also encourage external engagement and students benefit from our professional networks (across the UK and internationally) who are invited to give talks on the profession in practice and also provide dissertation research placements during the summer.

Belgin: *Apart from being the only postgraduate occupational psychology programme in Scotland, what makes the programme unique? I'm curious about how you decided on the programme title. Why not Work and Organizational Psychology, for instance?*

Jo: This programme is the only one in Scotland to provide a Stage 1 qualification towards professional membership of the BPS Division of Occupational Psychology. This membership has two key requirements (BPS, 2024a). Firstly, students need to have completed an accredited undergraduate programme (known as Graduate Basis for Chartership (GBC)). Secondly, students have the required postgraduate degree to apply for Stage 2 (or the professional qualification of occupational psychology, or 'Chartership'). The BPS normally expects students have at least attended an undergraduate degree accredited by the Society (BPS, 2024b). However, we also accept applicants who are not GBC eligible, allowing them entry onto the course via a non-Chartership route: MSc Work and Organizational Psychology. They are taught alongside the accredited programme – the only difference is the advanced nature of research methods classes.

In reality, this title was our original choice for both routes! It does what it says on the tin, and intuitively makes sense, right? The BPS recommended we rename the accredited and non-accredited routes to make the distinction clear. We chose MSc Occupational Psychology for the accredited route as it provides the title associated with the BPS Stage 2 “Qualification in Occupational Psychology”: it provides a clear pathway for those who are keen that for their career to include Stage 2 qualification and want to work with organizations that require the Chartership status (e.g., some civil service and public sector positions). But to be fair, students leave either programme with a very clear and thorough understanding of the science of people at work. And we explore and discuss with students their experience and career plans when we have our introductory meeting before they register.

And – I joked about this earlier – but I often get asked what we call ourselves. The BPS (2024c) even acknowledge that professionals might call us “Occupational, Organizational, Work or Business Psychology...”. I’d suggest it’s both a professional and personal choice. I went through Stages 1 and 2, and I’m registered with the HCPC, whereby “Occupational Psychology” is a protected title (that means, you need to be registered with them to use the title) – so I identify with that title. It’s part of my professional identity. For someone wishing to go into consultancy or not wanting to go through Stage 2, “Business Psychologist”, for example, might make more sense.

And like the range of titles, the range of focus can be broad! And that’s why I believe our programme stands out for its interdisciplinary approach, blending core psychological science with diverse expertise from across Strathclyde University. The majority of the core content is taught within SBS, with the School of Psychological Sciences and Health delivering research methods classes. We’ve also incorporated input from colleagues in fields like work sociology and cognitive ergonomics (which was a new phrase to me – but similar to human computer interaction) to ensure a contemporary, well-rounded education. Additionally, students can choose elective modules, allowing for specialisations in HRM, digital health and data science, reflecting the evolving needs of occupational psychologists. These elective modules draw from departments such as Computer and Information Science and Management Science, offering a range of options tailored to their interests and backgrounds.

Belgin: *Interesting choice of words there. What is your understanding or expectation of “well-rounded” occupational psychology education?*

Jo: When I did my postgraduate degree, I loved it. But I also worried about how I would actually DO the job. I had the knowledge but felt I didn't have the ability to go into a job and hit the ground running. When designing the programme, given my personal background in employability and skills, I was determined that students would have modules and assignments that related directly to practical skills – expert interviewing, running focus groups, project management, scoping a piece of work and job analysis, for example. One of the assignments is directly related to completing a Stage 2 logbook entry – which we were 'commended' for from our BPS visit. Essentially, students recount and reflect on a piece of applied work they've completed, so, how they went about scoping the project, analysing the 'problem' using evidence to come up with solutions and ultimately evaluate the project. They also have to reflect on their own practice and learning.

Our students are also invited to guest lectures across WEO and the faculty more broadly – to develop their networking skills and build their social capital. What is also important is making our content contemporary. So, we have a real focus on external drivers of change – as they happen (e.g., NHS and junior doctor strikes in the UK) – as well as AI and changes in work design due to AI, and so on.

What also makes it well-rounded is the programme team. Dora and I lead the programme. Our teaching team is made up of approximately 10 members, including occupational psychologists, sociologists, economists, practitioners, employability and employee relation scholars – all actively researching or practicing in the field. So, we have cutting edge research and current practice driving our teaching.

Belgin: *So far this sounds too good to be true! What have been some of the challenges / hurdles?*

Jo: Haha! It's definitely going well! But, of course, we encountered various difficulties along the way, including bureaucratic hurdles, stringent criteria and constraints. This is certainly not a criticism – you would expect to jump through hoops to ensure quality assurance of an education programme! However, sometimes I was navigating a maze of forms, procedures and expectations. We spent many weekends working tirelessly on programme and module design – fixating on details and assignments. Now we're constantly monitoring progress and quality, while managing expectations and setting realistic growth targets. Additionally, we have many more international students than anticipated – which has been a welcome addition to the programme as it allows for a diverse range of perspectives and experiences.

Despite these challenges, we were determined to deliver a programme for the 2022/23 academic year – which we did! We recognised the importance of accreditation in establishing and sustaining our programme in occupational psychology. We successfully launched the programme, with a wonderful first two cohorts – we are delighted that we persevered!

Belgin: *Perhaps another challenge to mention relates more closely to accreditation? Earlier you mentioned “if” the chartership process is still around with the BPS? Can you tell us about this.*

Jo: Yes, our discussion is timely. There has been communication about the BPS CEO and Board of Trustees deciding, without consultation, to remove the Stage 2 Qualification in Occupational Psychology (BPS, 2024d). As a member of the psychological community, I am concerned about the implications for both professionals and the profession as a whole. The risk of withdrawing this qualification undermines the significance of this discipline and disregards the contributions it makes to various sectors, including those public sectors which require the Chartership qualification in order to support our most vulnerable members of society e.g., DWP. As a profession, occupational psychologists have rallied and made our voice heard – and as a result, the Board of Trustees have ‘paused’ the decision for broader consultation (BPS, 2024e). So, we will see what the next steps are.

Belgin: *What does success look like for advancing occupational psychology in Scotland? What was the feedback from BPS and first two cohorts?*

Jo: Personally, my aspirations are being met and will hopefully continue to be so. My aim was to develop the profession in Scotland and revitalise the profession – where I had some modicum of control over that. And over the last two years, I can see we are helping to develop a community of practitioners in Scotland. And more than anything we’ve been delighted to see the engagement from our occupational psychology network with our students – from guest lectures to social activities to supporting them with access for their dissertations.

We are also proud of the recognition from the BPS, in particular the team who attended our accreditation visit! It’s a testament to our commitment to students’ journeys. We’ve really put our hearts into creating a smooth transition into the next stage of their occupational psychology training or careers, like with our People Analytics and Professional Practice module. Our proactive approach to careers and employability is

also well-received from students. Students love getting advice (usually solicited!) from our diverse team and making connections through our industry contacts and guest speakers. But what means the most to us is hearing how our supportive atmosphere really makes a difference for students. They appreciate that we are always there to lend a hand, academically and personally. And we are all ears to their feedback—constantly tweaking things to better meet their needs and to be as responsive as possible. Plus, we are proud of the diversity in our programme and how students can explore their interests in their dissertations. And being aligned with the Business School's community focus – understanding our impact on society and engaging with other students within SBS – we are dedicated to giving our students the best experience possible!

Belgin: *What is next? How do you envision the impact of this programme on the field of occupational psychology in Scotland? What are your future aspirations within the field of occupational psychology?*

Jo: I've been actively involved in promoting occupational psychology in Scotland, coordinating symposiums, engaging with the Division of Occupational Psychology (Scotland) to try and influence policy, but nothing so far has engaged our network more than our students. We have had guest speakers keen to engage with what is arguably, their talent pool. We're also going to be holding a conference in August showcasing occupational psychology in Scotland, with practitioners and academics speaking – but also some of our students. It's a great chance to revitalise the community, and while doing so give our students the chance to show off all their hard work and their research projects – which they'll complete over the summer.

The direction of the profession is shaped by factors such as technological advancements, changing work patterns and evolving societal expectations. By staying attuned to these trends and continuously updating the curriculum to reflect emerging needs of industry and maintaining our professional network and community of practice, the programme aims to remain at the forefront of driving positive change in the profession. Maybe next year, we'll look at reacting to the demand for a part-time programme, allowing a broader spread of occupational psychology skills across the workforce.... I can't wait to see what we do in the next few years. I would love to say we've made a difference.

Looking ahead, personally, I aim to continue making significant contributions to the field of occupational psychology through research, teaching and consultancy work.

I'm particularly interested in further exploring topics such as disability inclusion, service design in the employability and welfare sector, and organizational well-being, and collaborating with diverse stakeholders to drive positive change in these areas. Additionally, I'm keen to support the University of Strathclyde's Strategic Plan by delivering outstanding education, engaging with business networks, and contributing to transformative innovation and impact within WEO and Business School's. Wish me luck!

Belgin: *Good luck and thank you for your time! We look forward to seeing more WOP presence in Scotland.*

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