






ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Psychology in Action				
Module Code	USPJMG-30-1	Level	1	Version	1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	BSc Hons Psychology + Psychology combinations				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	N/A		Module Entry requirements	N/A	
Valid From	September 2011		Valid to	September 2016	

CAP Approval Date	28/03/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Comment on the ways in which applied psychologists draw on psychological concepts, theories/perspectives and research studies to explain a range of social, personal and organizational topics (Component A, B) • Begin to understand how to evaluate the application of psychological concepts, theories and explanations by drawing on empirical research studies (Component A, B) • Start to be able to differentiate psychological from non-psychological approaches within social, personal and organizational topics (Component A, B) • Begin to develop an in-depth understanding of one area of applied psychology (Component A, B)
Syllabus Outline	<p>Students have the opportunity to explore the way psychologists and psychological perspectives can address range of social, personal and organizational problems. For example, instructors will:</p> <ul style="list-style-type: none"> • Illustrate how applied psychology draws on and integrates psychological theories to research and make interventions in social, personal and organizational topics • Provide examples of the career paths that applied psychologists can take, whether inside or outside of the Health and Care Professions Council (HCPC) regulatory framework.

	<p>To achieve this end, the module will be stratified into teaching blocks, representing health psychology, mental health (including clinical and counselling psychology), forensic psychology, occupational/organizational psychology, sport/exercise psychology and educational psychology, in addition to generic critical thinking skills.</p> <p>Although these blocks relate to the HCPC protected professional titles, emphasis will be given on the role psychology (and psychology graduates) can play in these spheres of activity more broadly than this.</p>																														
<p>Contact Hours</p>	<p>Students are typically expected to engage in 3 hours of contact time per week over a 24-week period of study. Contact time comprises of a mixed model of instruction that includes lectures, seminars/practicals and online activities/sessions delivered within a virtual learning environment (e.g., online lectures, asynchronous discussions, virtual classrooms, etc.).</p> <p>Contact time is primarily based on in-class sessions with half of the time being based on lecture-based sessions and the other half on seminar/practical-based sessions.</p>																														
<p>Teaching and Learning Methods</p>	<p>A variety of pedagogical approaches are used to ensure the active engagement of students. Scheduled learning includes lectures, seminars, practical classes and workshops. Independent learning includes hours engaged with essential reading, assignment preparation and completion etc.</p> <p>Lectures will outline the background concepts and issues relating to psychology in action. Seminars and workshops will give students the opportunity to carry out a wide range of experiential and learning activities designed to foster insight into the role of psychology in everyday settings. Some of these activities may develop into the online arena. Students will progress through an incremental pattern of feedback on seminar activities.</p> <p>Students will be enabled to use Blackboard, the university supported virtual learning environment, to organise and communicate their learning material. Students will be able to engage with the material, other students and members of staff through this system and make use of the various functionalities built into the Blackboard (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.). Moreover, students will be able to communicate with their instructors using university sponsored tools (such as Lync).</p>																														
<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="459 1559 1369 1946"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	228	0	300																			
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Controlled Assessment: Student group presentation including individually moderated marks
Coursework: Essay portfolio

Total assessment of the module:				
Controlled assessment percentage			25%	
Coursework assessment percentage			75%	

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

A detailed reading list will be made available through relevant channels, e.g. module handbooks, Blackboard, etc. As part of the research, students will be expected to read and reference widely. Student learning will be supported through 'Blackboard' - the University's E learning space. Copies of recommended text books, scientific papers and relevant magazines are available through the library.

Indicative Reading List

Coolican, H. (1996; 2007) *Applied Psychology*. London: Hodder & Stoughton

Crisp, R. ed. (2010) *The Psychology of Social and Cultural Diversity*. Chichester: Wiley-Blackwell.

Davey, G. (2011) *Introduction to Applied Psychology* (BPS Textbooks in Psychology) London: BPS.

Fennis, B.M. & Stroebe, W. (2010) *The Psychology of Advertising*. Hove: Psychology Press.

Hodgetts, D., Drew, N., Sonn, C. Stolte, O., Waimarie, L. & Curtis, C. (2010) *Social Psychology and Everyday Life*. Basingstoke: Palgrave Macmillan.

Stewart I. Donaldson, S., Csikszentmihalyi, M., & Nakamura, J. (2011) *Applied Positive Psychology: Improving Everyday Life, Schools, Work, Health and Society*.(Applied Psychology Series) London: Routledge.

Assessment Strategy	<p>Coursework Portfolio (Component B)</p> <p>Students must provide evidence that they understand the basic principles of the way psychologists engage with a range of psychological perspectives across social, personal and organizational problems.</p> <p>Such evidence may be made up of a range and number of components. This might include report writing – and/or online activities such as blogging or interactive question answering for example. The portfolio provides flexibility and scope for such a range of evidence of learning and as such the content of the portfolio may change from year to year. However, the required assessments for the portfolio will be clearly indicated to students through their module handbook at the beginning of the module. Clear guidance on the weighting of different aspects of the Portfolio as well as marking criteria for each will also be provided in the module handbook.</p> <p>Final Exam – Group Presentation (Component A)</p> <p>Psychologists often address social, personal and organizational problems in collaboration with others. Therefore, students must evidence their understanding of the module material through a group presentation which may include time for questions and which will include individually marked performance.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A: 25%	B: 75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Group Presentation	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Portfolio	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Exam on Topic of Presentation	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Portfolio	100%	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		