



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Psychology of Work, Business and Organizations				
Module Code	USPK79-30-3	Level	3	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	None		Module Entry requirements	N/A	
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	28/03/2014
--------------------------	------------

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"> • Demonstrate their understanding of the key areas of occupational psychology (Component A) • Understand and evaluate the methods of studying and examining psychological processes in the workplace (Component A) • Demonstrate their understanding of the practice of, and competencies associated with, Occupational Psychologists (Component A) • Demonstrate an ability to apply a psychological understanding to a specific work place issue (Component B).
Syllabus Outline	<p>The content of the module may vary from year to year to take account of the expertise of staff and developments in the field. However the list below provides a summary of the potential content for this module:</p> <ul style="list-style-type: none"> • Methods of inquiry in work, business and occupational psychology. • Individual differences, attitudes, motivation in the workplace. • Team structures and processes, leadership, followership. • Organizational structures, organizational culture, organizational change. • Work Environments & Well-Being. • Selection, assessment and testing. • Performance management, career management, career development. • Applied Issues such as ethics, training, culture and diversity, innovation and coaching.
Contact Hours	As a 30-credit module this module assumes 300 hours of study on the part of the

	<p>student.</p> <p>Scheduled learning for this project will be approximately 72 hours and may take several forms. This will be delivered primarily as lecture/workshop discussions.</p> <p>Independent learning – Students are expected to spend 228 hours on independent learning tasks and preparation of assessments.</p>																									
<p>Teaching and Learning Methods</p>	<p>A variety of pedagogical approaches will be used with the aim of maximising the active engagement in the module content and developing understanding and critical analytic skills in the area of occupational psychology.</p> <p>Scheduled learning: The module team will facilitate engagement and learning by holding weekly lectures/workshops. These will be sessions of three hours containing varied combination of lecture, workshop, seminar, simulation and discussion style activities. There will be an emphasis on active engagement in activities designed to explore issues in the psychology of work and organizations exploring practical examples of issues and problems facing both people at work and occupational psychologists. All learning will be designed to facilitate critical insight into the workings of organisations and the advantages and limitations of different psychological approaches.</p> <p>Independent Learning: Independent learning will form a key component of the course as students will be expected to engage with essential reading, to prepare for lectures/workshops, and to engage in independent study using appropriate academic sources (e.g. journals and other primary sources). This will also include online work such as watching lectures/videos as well as contributing to online discussions.</p> <p>Technology Enhanced Learning: MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them as appropriate and useful for the module learning. Students are also encouraged to use online resources such as the BPS Occupational Digest.</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 1435 1369 1821"> <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> </tr> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Written Exam: Unseen written exam Coursework: Written assignment.</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300															
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																						
300	72	228	0	300																						

Written exam assessment percentage	50%
Coursework assessment percentage	50%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Students are encouraged to make full use of resources available (particularly through the library website) to support learning and assessment.

Core readings

This module utilises an essential course text. The course text for this module is Woods & West (2010) *The Psychology of Work and Organizations*. Students will be encouraged to purchase a copy of this book as all weekly essential readings will be drawn from this text. Any further essential reading, such as journal articles required for specific sessions will be made available online.

Further readings

Students are expected to identify all other reading relevant to their module assignments for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Most resources can be accessed remotely.

Access and skills

Key research and literature searching skills will be covered in the module, online and in the module guide. The development of literature searching skills is also additionally supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module guide or through BlackBoard.

Course text:

Woods, S. A. & West, M. A. (2010) *The Psychology of Work and Organizations*. Hampshire: Cengage Learning EMEA.

Further indicative sources:

Judge, T. A., Heller, D., & Mount, M. K. (2002) Five-factor model of personality and job satisfaction: A meta-analysis. *Journal of Applied Psychology*, 87(3), pp. 530-541.

Grant, A. M., Passmore, J., Cavanagh, M. J., & Parker, H. (2010) The state of play in coaching today: A comprehensive review of the field. *International Review of Industrial and Organizational Psychology*, 25, pp.125-167

Hammond, M. M., Neff, N. L., Farr, J. L., Schwall, A. R. & Zhao, X. (2011) Predictors of individual-level innovation at work: A meta-analysis. *Psychology of Aesthetics, Creativity, and the Arts*, 5(1), pp.90-105.

Judge, T. A., Piccolo, R. F. & Kosalka, T. (2009) The bright and dark sides of leader traits: A review and theoretical extension of the leader trait paradigm, *The Leadership Quarterly*, 20(6), pp.855-875.

Karakowsky, L., DeGama, N., & McBey, K. (2012). Facilitating the pygmalion effect:

	<p>The overlooked role of subordinate perceptions of the leader. <i>Journal of Occupational and Organizational Psychology</i>, 85 (4), pp.579-599.</p> <p>Kiefer, T., & Barclay, L. (2012) Understanding the mediating role of toxic emotional experiences in the relationship between negative emotions and adverse outcomes. <i>Journal of Occupational and Organizational Psychology</i>, 85 (4), pp.600-625.</p>
--	--

Part 3: Assessment	
Assessment Strategy	<p>The Assessment Strategy has been designed to support and enhance the development of both subject-based and employability skills, whilst ensuring that the modules Learning Outcomes are attained, as described below.</p> <p>Assessments are designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom.</p> <p>The Controlled Conditions component of the assessment (Component A) comprises two 1-hour exams that take place at the end of each semester. Each paper is a combination of multiple choice and longer answer questions, designed to test both the breadth of the students' subject knowledge (multiple choice questions), and their understanding of key concepts (longer answer questions).</p> <p>The Coursework component of the assessment (component B) is a written coursework assignment: The written assignment for this module is a 2000-2500 word essay. The essay requires students to demonstrate depth of knowledge in a particular area as well as skills of critical evaluation and the application of psychology to an applied work based issue. Students will negotiate their own title with the teaching team.</p> <p>Opportunities for formative assessment are embedded in the module teaching and take a variety of forms. To support the unseen exam students will be given MCQs throughout the module to facilitate self-assessment of progress. To support the essay assignment students will be given opportunities to discuss their issue and title in a seminar setting. Feedback will be given following this discussion. The students will undertake a number of applied workshops focusing on topics from occupational psychology. These sessions will involve individual and group feedback.</p> <p>Assessment criteria will be made available to the students in the module guide at the start of the module.</p>

Identify final assessment component and element	Unseen Exam 2	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Unseen 1-hour Exam 1	50%	
2. Unseen 1-hour Exam 2	50%	
Component B Description of each element	Element weighting	

1. Written assignment	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
1. Unseen 2-hour Exam	100%
Component B Description of each element	Element weighting
1. Written assignment	100%

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.