MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Interpersonal Psychology				
Module Code	USPSTW-15-1	Level	1	Version	2
Owning Faculty	Health and Applied Sciences	Field		Psychology	
Department	Health and Social Sciences				
Contributes towards	BSc (Hons) Psychology + Psychology combinations BSc (Hons) Psychology with Criminology BSc (Hons) Psychology with Sociology BSc (Hons) Psychology with Law BSc (Hons) Criminology with Psychology BSc (Hons) Sociology with Psychology BSc (Hons) Law with Psychology				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	01/09/2016		Valid to	01/09/2020	

CAP Approval Date	July 2016

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to demonstrate: • A general understanding of the theory and perspectives (topics) related to interpersonal psychology (Component A & B) • A growing insight into the practical implications of topics related to interpersonal psychology (Component A & B) • Critical reflection skills related to how the topics of interpersonal psychology can apply in academic and graduate areas of life (Component B) • An developing awareness of personal strengths and weaknesses in relation to the topics related to interpersonal psychology (Component B)
Syllabus Outline	This module will introduce students to a range of theory and perspectives under the broad umbrella of interpersonal psychology. Topics covered in this module have the potential to make an important contribution to success in psychology as an undergraduate, as well as having wider implications for graduate life and personal lives outside of academia and the world of work. The module is intended to provide students with an understanding of the psychological literature and knowledge base in this area. This includes both historical and/or theoretical underpinnings of the topic material, as well as practical skills that may aid future success. Indicative topics in this area may include, but is not limited to: reflective practice, resilience, mindsets, non-traditional forms of intelligence (e.g. emotional and social), team work, problem solving, verbal and non verbal communication, and persuasion.

	During the module students will have the opportunity to take part in a number of experiential activities designed to allow them to explore and potentially improve on their strengths and weaknesses in this area. Students will compile a portfolio of work which documents their participation in and reflection on these activities.
Contact Hours	Students are expected to have an average of 3 hours of contact time per week over a 12-week period of study. Contact time comprises of a mixed model of instruction that may include lectures, seminars/practicals and online activities/sessions delivered within a virtual learning environment (e.g., online lectures, asynchronous discussions, virtual classrooms, etc.). 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.
Teaching and Learning Methods	A variety of pedagogical approaches will be 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. Lectures will outline the background concepts and issues relating to Interpersonal Psychology. Seminars / practical-based sessions will give students the opportunity to carry out a wide range of experiential and learning activities designed to foster insight into the general module material. Some activities may extended into the online arena. Students will use Blackboard, the university supported virtual learning environment, to help organise their learning material and communicate with the module leader and teaching team. 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., discussion boards, wikis, blogs, journals, audio, video, etc.). Moreover, students will be able to communicate with their instructors using university sponsored tools (such as Lync).
Key Information Sets Information	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.

Key Information Set - Module data

Number of credits for this module				15	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	✓

The table below indicates as a percentage the total assessment of the module

Total assessment of the module:		
Multiple choice question (MCQ) exam		50%
Reflective portfolio		50%

| 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. on some modules 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. |
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| Indicative Reading List | Dweck, C. (2012). Mindsets and human nature: Promoting change in the Middle East, the schoolyard, the racial divide, and willpower. American Psychologist. 67, 8, 614–622.

Gibbs, G. (1988) Learning by doing: a guide to teaching and learning methods. Oxford: Further Education Unit.

Lievens, F., & Chan, D. (2010). Practical intelligence, emotional intelligence, and social intelligence (pp.339-360) In J.L. Farr & N.T. Tippins (Eds.). Handbook of Employee Selection. Lawrence Erlbaum/Taylor & Francis.

Masten, A. S. (2001). Ordinary magic: Resilience processes in development. American Psychologist, 56, 3, 227-238.

Rolfe, G., Freshwater, D., Jasper, M. (2001). Critical reflection in nursing and the helping professions: a user's guide. Basingstoke: Palgrave Macmillan |

Part 3: Assessment

| Assessment Strategy | Students must provide evidence of their engagement with the module and their meeting of the learning outcomes above. Assessment will take two forms:
1. Multiple choice question (MCQ) exam
2. Reflective portfolio

The multiple choice question (MCQ) exam will enable an assessment of student engagement with, and knowledge of, the breadth of topic materials presented across the module. Such an assessment will also encourage attendance at all relevant module sessions and / or engagement with all relevant online material.

The reflective portfolio provides flexibility and scope for the assessment of a wider range of learning and engagement that is more focused and detailed than the MCQ exam. Specifically it allows for an assessment of critical reflection skills and participation. The portfolio will also help foster an awareness of personal strengths and |
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	weaknesses in relation to topics related to interpersonal psychology. The portfolio will require students to produce a number of reflections. These are likely to be written, but could in the future be video or audio recorded. The precise requirements will be clearly indicated through the assessment handbook given to students at the beginning of the module and supported by activities and workshops in the module. In terms of resits, both the multiple choice exam and the reflective portfolio can be resat / resubmitted if students do not reach the pass mark at their first sit.

Identify final assessment component and element	**Component A**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**50**	**50%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Multiple Choice Question Exam (1 hour)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
2. Reflective Portfolio (1500 words or equivalent)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Multiple Choice Questions Exam (1 hour)	100
Component B **Description of each element**	**Element weighting** **(as % of component)**
2. Reflective Portfolio (1500 words or equivalent)	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.	