![University of the West of England, Bristol logo]

STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Well-being and Work					
Module Code	USPK7V-15-M		Level	M	Version	2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No	
Owning Faculty	Health and Applied Sciences		Field	Psychology		
Department	Health and Social Sciences		Module Type	Standard		
Contributes towards	MSc Occupational Psychology					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		

Part 2: Learning and Teaching	
Learning Outcomes	This module integrates (a) how work links with individual and organisational well-being by considering the role of work and employment as such, (b) how work is structured and continues to evolve including the interface of work and non-work, (c) any negative effects of work including various theories of stress and pressure and the role of emotions, and (d) positive and preventative paradigms. Mental and physical health will be considered explicitly, including symptoms and disorders and their manifestations in the workplace with clear consideration of diversity and individual differences in responses. Students will be expected to critically evaluate the psychological theory and evidence base for relevant interventions and how these might be implemented and evaluated in practice. On successful completion of this module students will be able to: • Understand how work links with individual and organisational well-being by considering the role of work and employment. Component A • Understand how work is structured and continues to evolve including the interface of work and non-work. Component A • Be knowledgeable of the negative effects of work including various theories of stress and pressure and the role of emotions. Component B • Critically evaluate the psychological theory and evidence base with regards to the interventions and their implementation in practice. Component B
Syllabus Outline	1. The employment lifecycle and its impact on wellbeing; 2. Issues around the measurement of wellbeing in the workplace; 3. Traditional and shift work patterns including circadian rhythms and the effects on health and wellbeing; 4. Conflict at work, with a focus on bullying and harassment;

	5. A review of the happy-productive worker;
	6. History of stress, causes and symptoms as well as a balanced approach to 'stress' as a concept;
	7. Stress in the workplace - interventions and management;
	8. Work-life balance;
	9. Emotions in the workplace - recognising the importance and impact of affective responses;
	10. Promoting resilience and understanding growth mindset in the workplace.
Contact Hours	Students will typically have ten online sessions scheduled, supported by additional self-directed study. In addition, they will have two face to face days to engage in workshop activities to support the online sessions and additional study.
Teaching and Learning Methods	Students will be expected to attend scheduled timetabled sessions – these will be via online delivery. They will also be expected to engage in further reading and group based online discussions as well as independent study. There will be approximately 150 hours of learning. **Scheduled learning:** includes online lectures, and core reading (20 hours). There will also be face to face workshops and scheduled online group discussions (16 hours). **Independent Learning:** includes hours engaged with additional reading and asynchronous online discussions (64 hours) as well as assignment preparation and completion (50 hours). **Virtual Learning**: This module will be supported by a range of online learning environments, such as Blackboard where a wide range of course materials will be available. Students will be expected to access and engage with these materials throughout the module. Discussion boards will be enabled for student use and facilitated/moderated by the module leader.
Key Information Sets Information	

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 which constitutes a -

Coursework: Written assignment
Practical Exam: Practical skills assessment

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:

		Total assessment of the module:		
		Written exam assessment percentage	0%	
		Coursework assessment percentage	50%	
		Practical exam assessment percentage	50%	
			100%	

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 wide 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.
Indicative Reading List	The most current edition of the following titles: ***Core Text:*** Dewe, P. & Cooper, C. (2012). *Well-being and work: towards a balanced agenda.* Palgrave Macmillan: Basingstoke. ***Indicative Reading:*** Briner, R. Harris, C. Daniels, K. (2004). How do work stress and coping work? Toward a fundamental theoretical reappraisal. *British Journal of Guidance and Counselling,* 32, pp.223-234. Dagenais-Desmarais, V. & Savoie, A. (2012). What is Psychological Well-Being, Really? A Grassroots Approach from the Organizational Sciences. *Journal of Happiness Studies*, vol. 13, no. 4, pp. 659-684. De Dreu, C. (2008). The virtue and vice or workplace conflict. *Journal of Organizational Behaviour,* 29(1), pp.5-18. Diener, E. (2000). Subjective well-being: The science of happiness and a proposal for a national index. *American Psychologist*, Vol.55, pp.34-43. Folkman, S. (2010). *The Oxford Handbook of Stress, Health & Coping.* OUP: USA. Michel, A., Bosch, C. and Rexroth, M. (2014), Mindfulness as a cognitive–emotional segmentation strategy: An intervention promoting work–life balance. *Journal of Occupational and Organizational Psychology.* (Published online June, 2014). doi: 10.1111/joop.12072 . Seligman, M. (2013). Flourish: a visionary new understanding of happiness and well-being. Atria Paperback: New York. Totterdell, P., Spelten, E., Smith, L., Barton, J. & Folkard, S. (1995). Recovery From Work Shifts: How Long Does It Take? *Journal of Applied Psychology*, vol. 80, no. 1, pp. 43-57.

Part 3: Assessment	
Assessment Strategy	Two components of summative assessment are used. 1. **_Pitch on Stress Intervention (15 mins):_** It is proposed that students review a fictitious company brief which requires them, as an OP in a consulting organisation, to pitch a stress intervention programme. The purpose of this is to encourage the students to review the stress literature and material in order to critically evaluate the research and pitch what would work in an organisation to help reduce stress in the workplace. This practical assessment provides students with the opportunity to develop and receive feedback on a transferable, consultancy based skill. The resit will also require a video submission of their pitch. Students will be allocated to groups in order to help support them with this assessment and help them engage in collaborative working to simulate working on OP projects in the real world. The pitch will be individually delivered and marked independently – the group work element is merely to provide support from their peer group throughout the process and to practice pitches with each other, if necessary. 2. **_Essay:_** This component is a 1500 word essay which will be selected from a range of titles. The essay titles will relate to the other topics covered in the module such as bullying and harassment, the happy productive worker and shift-work. They will be expected to critically evaluate the material in the research domain. This essay will demonstrate the students ability to understand key material covered on the course and evaluate psychological evidence related to work and wellbeing.

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. Video Submission of Presentation pitch (15 mins)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Essay (1500 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Video Submission of Presentation Pitch (15 mins)	100
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Essay (1500 words)	100

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.