ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Psychology of Work, Business and Organisations					
Module Code	USPKJS-15-3		Level	3	Version	1
Owning Faculty	Health and Applied Sciences		Field	Psychology		
Department	Health and Social Sciences					
Contributes towards	BSc (Hons) Psychology 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	None		
Valid From	September 2016		Valid to	September 2022		

CAP Approval Date	2 February 2016

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Demonstrate how psychology applies to individuals at work (Component A) • 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 skills and practices of Occupational Psychologists (Component A)

Syllabus Outline	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:
	• What is work/business/organisational/occupation psychology?
	• The People at Work:
	    o Finding and assessing talent
	    o Developing individuals
	    o Motivating people

	o Effective communication in the workplace o Group work and team work o Leadership • Personal experience of work: o Work design and managing change o Careers and career development o Stress and wellbeing o Positive psychology at work • The future of the area o The reality of occupational psychology in the workplace & trends in the future of the field
Contact Hours	As a 15-credit module this module assumes 150 hours of study on the part of the student. Scheduled learning for this module will be approximately 36 hours and may take several forms. This will be delivered primarily as lecture/workshop discussions. Independent learning – Students are expected to spend 114 hours on independent learning tasks and preparation of assessments.
Teaching and Learning Methods	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. **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. **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. **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 Research Digest.
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.

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

Written Exam: Unseen written exam
Coursework: Portfolio.

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:

Written exam assessment percentage		40%
Coursework assessment percentage		60%
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 Sutton (2015) *Work Psychology in Action*. 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. 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:**

Sutton, A. (2015). *Work Psychology in Action*. Basingstoke: Palgrave Macmillan.

Further indicative sources:
Dries, N. (2013). The psychology of talent management: A review and research agenda, *Human Resource Management Review, 23(4),* 272-285.

Eisenbeiss, S.A. & Knippenberg, D. (2015). On ethical leadership impact: The role of follower mindfulness and moral emotions, *Journal of Organizational Behavior, 36(2),* 182-195.

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.

Inceoglu, I. & Warr, P. (2011). Personality and Job Engagement, *Journal of Personnel Psychology,* 10(4), 177-181.

Schippers, M. C., West, M., & Dawson, J. (2015). Team reflexivity and innovation: the moderating role of team context. Journal of Management, 41(3), 769-788.

Sheldon, K.M., Jose, P.E., Kashdan, T.B. & Jarden, A. (2015). Personality, Effective Goal-Striving, and Enhanced Well-Being: Comparing 10 Candidate Personality Strengths, *Personality and Social Psychology Bulletin, 41(4),* 575-585.

Part 3: Assessment

Assessment Strategy	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. 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. The *Controlled Conditions* component of the assessment (Component A) comprises a 2-hour exam that takes place at the end of the semester. The paper comprises of section one and two. In section one, a selection of questions, from which candidates select <u>one</u> essay question to answer to demonstrate their depth of understanding of key concepts. In section two, they are to complete a series of multiple choice questions (MCQ) based across the whole course content to assess their overall understanding of the topics within the module. 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 opportunities to discuss issues throughout the module to facilitate self-assessment of progress. The MCQs will be provided during each workshop and so students will be provided with formative feedback on their learning as they progress through the module. These questions will then be used in the exam. The students will also undertake a number of applied workshops focusing on topics from occupational psychology. These sessions will involve individual and group feedback. Assessment criteria will be made available to the students in the module guide at the start of the module.

Identify final assessment component and element	Unseen Exam 2	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**100%**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
EX1 Exam (2 hour)	100%
Component B **Description of each element**	**Element weighting**

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
EX1 Exam (2 hour)	100%
Component B **Description of each element**	**Element weighting**

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.