MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Applying Psychology to Work and Organizations					
Module Code	USPK83-15-M		Level	M	Version	1.1
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	Project		
Contributes towards	MSc Occupational Psychology					
Pre-requisites	N/A		Co- requisites	N/A		
Excluded Combinations	N/A		Module Entry requirements	N/A		
Valid From	Sep 2015		Valid to	Sep 2021		

CAP Approval Date	November 2014

Part 2: Learning and Teaching	
Learning Outcomes	This module is designed for reflecting on evidence based practice and also specific tools and techniques for gathering, analysing and feeding back data in Organizational contexts. A range of techniques will be introduced, which will also link to and support the research skills domain, in particular the independent dissertation. On successful completion of this module students will be able to: • Demonstrate a reflective awareness of their own strengths and development needs in relation to transferable skills in occupational and business psychology (Component A) • Relate psychological theory, concepts and research findings to their specific work experience or task (Component A) • Demonstrate an understanding of the BPS and HCPC code of conduct and ethical practice that governs Occupational Psychology (Component A)
Syllabus Outline	1. Observations and reflections of student experience working in any organisation or sector to understand more about how theory relates to practice; 2. Scientist-practitioner model and implications for evidence based practice; 3. Ethical issues and the BPS and HCPC code of practice; 4. Knowledge and coverage of practical skill areas including, for example: o Reflective practice; o Appreciative inquiry; o Action learning sets; o Project management; o Consultancy cycle.

	The syllabus will be achieved via online resources, one to one supervision and two half-day workshops.
Contact Hours	Each student will be allocated a supervisor who is a member of academic staff. Students can expect to receive a total of 4 hours of direct supervision.

Each student is required to accumulate experience from a workplace. The experience can be either paid or voluntary. The responsibility for finding suitable experience lies primarily on students. However, they will be supported in this by UWE Careers and Community Volunteering, and by supervisors and the wider programme team.

All modules on the MSc Occupational Psychology programme will include discussions of applied work in each module area. Furthermore, there will be specific workshops covering reflective practice and supporting their personal reflection. Moreover this module will be supported by additional asynchronous group based discussions and self-directed study. |
| Teaching and Learning Methods | There are 150 hours notional study time associated with a 15-credit module. This will be divided approximately between time arranging and obtaining relevant work experience (60 hours), studying online learning material (12 hours), supervision (4 hours), reflection on experience and maintaining a reflective diary (12 hours), background reading, research and assignment preparation (48 hours) workshops and online discussions (14 hours).

Scheduled learning: this is mainly scheduled around one to one supervision (4 hours) where a plan of how to achieve the module can be obtained. There will also be demonstrations/workshops and online discussions (14 hours).

Placement Study Hours: In addition, students will work with their supervisor to organise and plan their workplace experience as well as engage in obtaining the actual workplace experience to reflect on (60 hours).

Independent learning: includes hours engaged with essential reading (12 hours) maintaining a reflective diary (12 hours) as well as assignment preparation and completion (48 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 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	18	72	60	150	✅

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

	constitutes a -
	Written Exam: Unseen written exam, open book written exam, In-class test **Coursework**: Written assignment or essay, report, dissertation, portfolio, project **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam 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	100%
Practical exam assessment percentage	0%
	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	Anderson, N., Herriot, P. and Hodgkinson, G. P. (2001), The practitioner-researcher divide in Industrial, Work and Organizational (IWO) psychology: Where are we now, and where do we go from here? *Journal of Occupational and Organizational Psychology, 74,* pp. 391–411. Belar, C. D. (2000). Scientist-Practitioner ≠ Science + Practice: Boulder Is Bolder. *American Psychologist, 55(2),* pp. 249-250 Brockbank, A., McGill, I. and Beech, N. (2002). *Reflective Learning in Practice.* Surrey: Gower Publishing. Cottrell, S. (2010). Skills for success : personal development and employability, 2nd edition. Basingstoke: Palgrave Macmillan. Gelade, G. A. (2006). But what does it mean in practice? The Journal of Occupational and Organizational Psychology from a practitioner perspective. *Journal of Occupational and Organizational Psychology, 79,* pp. 153–160. Moon, J. A. (2004). *A Handbook of Reflective and Experiential Learning: Theory and Practice,* London: Routledge. Petereson, D. R. (2000). Scientist-Practitioner or Scientific Practitioner. *American Psychologist, 55(2),* pp. 252-523.

	Also, reference should be made to the British Psychological Society documents, including the Code of Ethics, Best Practice Guidelines and Chartership Guidance for OPs as well as the Health and Care Professions Council Code of Conduct.

Part 3: Assessment	
Assessment Strategy	**Reflective Portfolio (3000 words).** This assessment has been chosen because it is the appropriate format for work involving the description and analysis of subjective experience and for self-assessment of strengths and understanding. The portfolio will mirror the format used for the Qualification in Occupational Psychology which leads to Chartership from the British Psychological Society. The portfolio will require students to work through either the process cycle workplace experiences ensuring that they outline how they gathered information, how they tested it, how they applied it and how it was evaluated. This practice will ensure that they understand and reflect on the ethical practices within employment settings. They are not required to work or practice OP skills, but reflect on their observations and experiences, drawing from relevant research and theory for the area.

Identify final assessment component and element	**Project module with portfolio assessment.**		
		A:	**B**:
% weighting between components A and B (Standard modules only)		**100**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. Reflective Portfolio (3000 words)	100
Component B **Description of each element**	**Element weighting (as % of component)**

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. Reflective Portfolio (3000 words)	100
Component B **Description of each element**	**Element weighting (as % of component)**

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.