1. **Title of the module**

PSYC8550 (SP855): Research Apprenticeship Dissertation

1. **School or partner institution which will be responsible for management of the module**

School of Psychology

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

60 credits (30 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring and Summer.

1. **Prerequisite and co-requisite modules**

Pre-requisite: PSYC8570

1. **The programmes of study to which the module contributes**

Organisational Psychology MSC-T. Not available wild. Not available to short-term credit students.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Understand a range of conceptual, historical, theoretical, and philosophical issues underlying the role of psychology in organisations
	2. Demonstrate specialist knowledge and systematic understanding of the key issues in organisational psychology.
	3. Understand the major research and analytic techniques and methodologies used by psychologists investigating psychological issues in organisations.
	4. Understand contextual forces impacting organisations and how they co-exist or interact with psychological factors (e.g. political, environmental, technical, legal, social).
	5. Develop specialist knowledge, and evaluate critically current research in organisational psychology
	6. Design a meaningful research study and write up research which links psychological science to organisational issues using APA format
	7. Conduct organisational psychology research to address business and management issues
	8. Apply ethical values to research and practice related to organisational psychology
	9. Understand how to apply psychological research to management and business contexts
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Critically reflect on key themes with oral discussion and written analysis
	2. Creatively evaluate and generalise appropriately
	3. Select and synthesise complex materials, through organising, developing, and evaluating relevance
	4. Systematically approach problem solving, individually and as part of a group, also using appropriate information technology
	5. Plan work and study independently, through personal development and time management
	6. Communicate persuasively, through written assessment and oral discussions
	7. Cooperate within a team, and recognise the contribution of self and others
	8. Conduct appropriate data analysis and to understand the statistical analysis conducted by others, and its limits
3. **A synopsis of the curriculum**

All students undertake a supervised empirical research project in an area of organisational psychology to gain practical experience of research. The module allows students to develop research skills by working closely with expert researchers or practitioners. The research will be conducted as a research apprenticeship, so the student will work on a wider programme or research developed by the supervisor, or on a project specific to an organisation (still with close supervision from an academic supervisor). Some of the apprenticeship will involve working in collaborative teams (e.g. for data collection) but all students will write up the research independently in the form of a dissertation. Most projects will be with academics from the University (School of Psychology, Kent Business School, or related disciplines) but there will be some opportunities for students to work on projects outside the University with external research partners.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

No books are recommended for purchase. Students will conduct their own literature search and discuss suitable readings with their supervisor. The following materials are useful references and can be considered in preparation for the module:

 • American Psychological Association (2009). Publication Manual of the American Psychological Association (6th Ed.). Washington: American Psychological Association

• British Psychological Society (2009). Code of Ethics and Conduct. Available: http://www.bps.org.uk/system/files/documents/code\_of\_ethics\_and\_conduct.pdf

• Brewerton, P., & Millward, L. (2001). Organizational Research Methods: A Guide for Students and Researchers. London, UK: Sage Publications Ltd.

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 580

Total study hours: 600

1. **Assessment methods**
	1. Main assessment methods

Seminar Presentation 5-10 minutes 15%

Abstract Reports approx. 750 words 5%

Dissertation 8,000 words 80%

13.2 Reassessment methods

Like-for-like.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Supervisor time | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Seminar Presentation | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Abstract Reports (750 words approx.) | **x** | **x** | **x** |  | **x** |  |  |  |  |  |  | **x** |  | **x** |  |  |  |
| Dissertation (8,000 words) | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module covers worldwide expertise on the subject matter, and encourages students to review content from a breadth of sources, both domestic and international.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018