# KentVision Code and title of the module

PSYC6030 Groups in Action

# Division and School/Department or partner institution responsible for the module

Division of Human and Social Sciences, School of Psychology

# The level of the module

Level 6

# The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

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

Autumn or Spring

# Delivery of the module

* 1. **Mode of study**

In person

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

Canterbury

# Prerequisite and co-requisite modules and/or any module restrictions

None

# The course(s) of study to which the module contributes

* 1. **The module is compulsory for the following courses**

BSc Business Psychology and BSc Business Psychology with a Placement Year

* 1. **The module is optional for the following courses**

BSc Psychology with a Placement Year

BSc Psychology with Clinical Psychology and a Placement Year

BSc Psychology

BSc Psychology with Clinical Psychology

BSc Psychology with Forensic Psychology

BSc Psychology with a Year Abroad

* 1. **Also available as an elective module and to Short Term Credit students at the discretion of the School/module convenor**

# A synopsis of the curriculum

This module offers an exciting opportunity to learn more about cutting-edge research into groups. You will understand and apply group research to social policy, business, politics, marketing, etc. and get the chance to consider current affairs and personal experiences with the opportunity for small group discussions and team work. Example topics: decision-making in groups, alcohol and group processes, leadership, organisational identity, improving cooperation in groups.

1. **Contact Hours**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

# 11. Learning and teaching methods

This module will be delivered by Lecture-Seminar (‘LecSem’), covering both theoretical content and practical application. Practical tasks (e,g, group decision-making) will also form part of the content.

# 12. The intended subject specific learning outcomes

On successfully completing the module students will be able to:

# Demonstrate critical reflection and conceptual understanding when considering the diversity of perspectives underpinning the study of conflict, cooperation and relationships in groups.

* 1. Show key intellectual skills when critically evaluating theoretical and empirical literature on group conflict, cooperation and relationships
	2. Demonstrate knowledge and understanding of conflict, cooperation and relationships in groups.
	3. Develop the ability to evaluate through written analysis and interpretation the application of theory and research to groups.
	4. Demonstrate an appreciation of the historical and conceptual issues in the study of Groups in Action.

# The intended generic learning outcomes

On successfully completing the module students will be able to:

* 1. Demonstrate writing and reading skills to present and interpret material with evidence of the use of relevant literature.
	2. Show the ability to critically evaluate the quality of theory and method in published research.
	3. Understand how to work effectively in groups.

# Assessment Strategy

Students will be assessed through a combination of exercises, which they will complete working together with other students in small (randomly assigned) groups. These exercises will have a more practical focus, designed to help students (i) understand how research can be applied in practice; and (ii) to develop important employability skills, including group working.

There will also be a 2-hour exam, where students will answer two questions. Part 1 of the paper involves a three-part question, worth 50% of the total mark. Marks are split as follows: part (a) = 10%, part (b) = 15% and part (c) = 25%. Part (c) requires students to design e.g. an intervention, study, or a national campaign, again demonstrating the importance of research into practice. Part 2 of the paper involves a longer, essay-type question, also worth 50% of the total mark.

* 1. **Main assessment methods**

Group Exercise 1 10%

Group Exercise 2 10% - combined word count 2400 words for all three exercises

Group Exercise 3 10%

Examination 2 hours 70%

NB: In the case of short-term exchange students whose registration ends before the summer term, the examination may be replaced by a single piece of coursework of increased length.

* 1. **How the assessment methods outlined above fit with the course assessment strategy?**

The inclusion of the small group exercises offers students important experiential learning about groups, teams, cooperation and how to function and perform effectively in a group. They have a strong applied focus which, given that this is a final year module, aims to provide students with valuable employability skills, including how better to work in groups and how to apply the psychological literature relating to group dynamics to workplace and ‘real world’ challenges.

The exam, with its mix of questions focused on both academic and practical application, allows students to both demonstrate academic knowledge and understanding, and how to apply this in practice.

The variation of the assessment methods - between small group assignments and an exam - both with their focus on the application of theoretical knowledge - provide strength and rigour and provide the opportunity for students to demonstrate relevant knowledge, understanding and skills. They will each – jointly and severally – provide students with the opportunity to achieve the specific and generic learning outcomes set out in Sections 12 and Sections 13 above.

The timing of the three group assessments, with deadlines spread over the teaching term, will allow students to assimilate the feedback provided on each assessment, learn from it and incorporate it into the subsequent assessment. Furthermore, the learning and feedback from the group exercises will also be relevant for the final exam and should equip students with additional knowledge and skills to help them demonstrate and achieve the learning outcomes in the exam.

Assessment outcomes are mapped against the University Grade Descriptors for calibrating levels of student achievement below, at and, unless taken on a pass /fail basis, above the threshold level for a pass. Clear marking criteria will be made available to students in advance of the assessments.

Note: For students of the BSc Business Psychology and BSc Business Psychology with a Placement Year, the assessment methods align with the key criteria – ‘research into practice’ - of the Association for Business Psychology (the ABP), the accrediting body of the BSc Business Psychology and BSc Business Psychology programmes.

* 1. **Reassessment methods**

Like for Like.

NB – For the avoidance of doubt, in the case of failed group exercises requiring reassessment, students will be asked to re-submit these as individual assignments, each of 500-words in length, avoiding duplication of any previously submitted material

# Mapping of Learning Outcomes

Map of module learning outcomes (sections 12 & 13) to learning and teaching methods (section 11) and methods of assessment (section 14).

* 1. **Module learning outcomes against learning and teaching methods**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 12.1 | 12.2 | 12.3 | 12.4 | 12.5 | 13.1 | 13.2 | 13.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture/workshop | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

* 1. **Module learning outcomes against assessment methods**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment method** | 12.1 | 12.2 | 12.3 | 12.4 | 12.5 | 13.1 | 13.2 | 13.3 |
| Group Exercise 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Group Exercise 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Group Exercise 3 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

#  Reading list

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices. The following textbooks are ‘advisory’, but it is not necessary for students to purchase them.

Abrams, D., Hogg, M.A., & Marques, J.M., The Social Psychology of Inclusion and Exclusion. New York/London: Psychology Press (2005).

Baron, R.S. & Kerr, N.L., Group Process, Group Decision, Group Action (2nd edition). Philadelphia: Open University Press (2003).

Forsyth, D. R., Group Dynamics (5th edition). Belmont, CA: Wadsworth (2010).

Hogg, M.A. & Tindale, S., Blackwell Handbook of Social Psychology: Group Processes (2003).

In addition, readings from empirical journals will be notified to students and posted to Moodle ahead of the relevant lecture.

# 18. Inclusive module design

The Division 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

**MODULE RECORD**

**All revisions for this module are recorded in the table below for student and staff information.**

| **Date approved** | **New/ Material/ Major/ Minor revision** | **Start date of delivery of this version** | **Applies to new cohorts and/ or existing students (for revised modules)** | **Sections revised (if applicable)** |
| --- | --- | --- | --- | --- |
| 29.08.2023 | Major | September 2024 | New and existing. (Applicable to the 22-23 cohort and the 21-22 cohort with placement/year abroad) | 8, 12, 13, 14, 15 |
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