1. **Title of the module**

PSYC6490 (SP649): Developing Leadership, Enterprise and Initiative Taking Skills

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 5

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

15 credits (7.5 ECTS)

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

Autumn or Spring

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

None

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

Optional to

* Applied Psychology (titled Psychology with a Placement Year for those registered from 2019 onwards)
* Applied Psychology with Clinical Psychology (titled Psychology with Clinical Psychology and a Placement Year for those registered from 2019 onwards)
* Psychology
* Psychology with Studies in Europe
* Psychology with Clinical Psychology
* Psychology with Forensic Psychology
* Psychology (with Studies in Europe)
* Social Psychology

Available as a wild module. Available to Short Term Credit students at the discretion of the school/module convenor.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate an understanding and appreciation of the psychology of values, work-motivation, leadership.

8.2 Demonstrate an understanding of the processes and applications of developmental psychology and the psychology of work and how it relates to an individual’s biography. An understanding of how biography in its environmental context forms the basis for developing an initiative.

8.3 Demonstrate knowledge of practice and theory of initiative-taking, skills-assessment and self-assessment.

8.4 Undertake critical reading, scenario planning, facilitation, action learning, communication and presentation/self-presentation skills.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Critically reflect on recent developments in the world of work.

9.2 Evaluate new ideas and initiatives, relate them to existing knowledge, and discuss their relevance and quality.

9.3 Develop and communicate an independent point of view- (‘find your voice’) and identify differences and commonalities with other viewpoints; reflections on how one’s view develops over the course of the module, informed by the content of the course.

9.4 Present an idea, scenario, initiative or business plan in a coherent and well-structured format.

9.5 Identify needs and gaps, find direction, engage others, manage and find resources, use career and life planning approaches and engage with personal development

1. **A synopsis of the curriculum**

This module will research the changing world of work and work options, for example paid, self-employed, portfolio, part time and gift work-against the context of such challenges as the financial/banking crisis, global warming, the neo-liberal economic model and the alternatives.

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

Bornstein D., Davis, S., *Social Entrepreneurship: what everyone needs to know*, (2010) OUP. Further readings will be provided on an annual basis.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Business Plan 3,000 words 80%

Presentation summary 1,000 words 20%

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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture/Workshops | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Business Plan (3,000 words) | **X** | **X** |  | **X** | **X** | **X** |  |  | **X** |
| Presentation summary (1,000 words) |  |  | **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 – May 2018