1. KentVision Code and title of the module

PSYC8029 The Psychology of Selection and Assessment

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Human and Social Sciences, School of Psychology

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 7

## 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)

Spring term

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

None

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

Compulsory to the following courses:

* MSc Organisational and Business Psychology

## The intended subject specific learning outcomes.On successfully completing the Level 7 module students will be able to:

8.1 Critically evaluate the theory and contemporary research in the field of selection and assessment.

8.2 Develop an understanding and knowledge of the underpinning rationale for best practice selection and assessment processes and their contribution to organisational performance.

8.3 Plan effective selection and assessment processes and practices.

8.4 Understand the importance of all appropriate ethical and legal obligations in selection and assessment, particularly equality of opportunity and diversity requirements.

8.5 Critically evaluate key issues in the effectiveness of selection and assessment processes.

8.6 Evaluate the use of a range of selection and assessment methods in differing organisational contexts and in international and global contexts.

## The intended generic learning outcomes.On successfully completing the Level 7 module students will be able to:

9.1 Set Selection and Assessment in the wider context of general organisational management.

9.2 Critically assess and evaluate the impact of selection and assessment on candidates, employees, management and the performance of organisations.

9.3 Link theoretical perspectives to contemporary organisational situations throughout the course of the module.

9.4 Develop relevant strategies and policies.

9.5 Plan work, working independently, and in groups.

9.6 Write coherently and write critically.

## A synopsis of the curriculum

This module will provide students with a range of theoretical and practical knowledge, providing them with the opportunity to think critically and evaluate the theory and practice of employee resourcing. This will enable students to develop and apply employee resourcing tools and techniques to specific organisational contents in which they might operate. Indicative topics of study are as follows:

* Overview of the selection process
* The role of legislation
* Job and competency analysis
* Selection Tools: Recruitment and application forms; individual differences and psychometrics; selection interviews; work samples, and situational judgement tests
* Fairness and diversity in assessment.
* International selection methods
* Evaluating Selection from a candidate’s perspective
* Assessment beyond selection: Appraisal, 360 degree appraisals and promotion

## 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 most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

* Arnold, J and Randall, R et al (2016). Work Psychology: Understanding Human Behaviour in the Workplace. 6th Edn. London: FT Prentice-Hall
* Chamorro-Premuzic, T., & Furnham, A. (2010). The Psychology of Personnel Selection. Cambridge: Cambridge: University Press.
* Cook, M. (2016). Personnel Selection: Adding Value through People (6th Ed). Chichester: John Wiley & Sons
* Woods, S.A. & West, M.A. (2014). The Psychology of Work and Organizations. 2nd Edn. London: Cengage Learning
* Zibarras, L., and Lewis, R. (2013). Work and Occupational Psychology. London: Sage

Students are strongly recommended to read as widely as possible, using a mixture of textbooks and journal articles. Support and encouragement of journal article reading is provided through seminar activities.

Students are advised to read from the following journals:

* International Journal of Selection and Assessment
* Journal of Occupational and Organizational Psychology
* European Journal of Work and Organizational Psychology
* Journal of Applied Psychology; Employee Relations
* Human Resource Management Journal
* International Journal of Human Resource Management
* People Management
* Personnel Review.

## Contact Hours

Private Study: 126

Contact Hours: 24

Total: 150

## Assessment methods

* 1. Main assessment methods
* VLE test 15%
* Group Presentation 15%
* Individual Report (3,500 words) 70%

14.2 Reassessment methods

* 100% coursework

## Map of module learning outcomes (sections 8 and 9 ) to learning and teaching methods and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecturers | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| VLE test | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Group Presentation |  | **x** | **x** | **x** |  |  |  |  | **x** | **x** | **x** |  |
| Individual Report  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

The module will continue to use internationally relevant case studies and learning material and students will be encouraged to think about the cross-cultural implications of the material, as well as think about the learning outcomes in international and cross-cultural contexts. The MSc International HRM programme learning outcomes require that the module provides internationally focussed case study and perspective in exploring theory and practice in regards to the psychology of selection and assessment.

**DIVISIONAL USE ONLY**

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

| **Date approved** | **New/Major/Minor revision** | **Start date of delivery of (revised) version** | **Section revised (if applicable)** | **Impacts PLOs (Q6 & 7 cover sheet)** |
| --- | --- | --- | --- | --- |
| 26.01.2022 | New | September 2022 |  | Yes |
|  |  |  |  |  |